

COURSE DESCRIPTION: # 34

This course enables the student to design and deliver speeches of several kinds and for several purposes and audiences. The carefully designed exercises help build confidence in beginning speakers through knowledge, technical skills, and practice.

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

Upon completion of the course, students will be able to do the following:

1. Name types of speeches, state the type most appropriate to a given situation and write out the basic format for a speech.

COURSE OUTLINE

2. Step up to speak with a stride and bearing that conveys enthusiasm and confidence, and maintain rapport with the audience through effective eye contact and body language.

COURSE TITLE: INTRODUCTION TO SPEECH

CODE NO.: ENG 145-3 SEMESTER: WINTER

PROGRAM: GENERAL ARTS AND SCIENCE

AUTHOR: LANGUAGE AND COMMUNICATION DEPARTMENT

DATE: JANUARY 1994 PREVIOUS OUTLINE DATED: JANUARY 1993

APPROVED: N. Koch 1993 12 21  
NADEAN KOCH, DEAN, SCHOOL OF ARTS AND GENERAL EDUCATION DATE



**COURSE DESCRIPTION: GENERAL GOALS AND METHODOLOGY**

This course enables the student to design and deliver speeches of several kinds, and for several purposes and audiences. The carefully designed exercises help build confidence in beginning speakers through knowledge, technique, and practice.

**COURSE OBJECTIVES: SPECIFIC LEARNING BEHAVIORS**

Upon completion of the course, students will be able to do the following:

1. Name types of speeches, state the type most appropriate to a given situation and write out the basic format for a speech.
2. Step up to speak with a stride and bearing that conveys enthusiasm and confidence, and maintain rapport with the audience through effective eye contact, posture and delivery.
3. Present an effective demonstration speech.
4. Analyze a speaking situation in terms of audience and purpose, and select appropriate topics and strategies for given speaking situations.
5. Present a five-minute speech in response to a specific purpose and designed for an audience other than the class.
6. Prepare a speech outline which effectively uses appropriate data (as opposed to unsupported generalizations and other propaganda techniques).
7. Deliver an extemporaneous speech in an appropriate tone, and with confidence enthusiasm and sincerity.
8. Use one of several patterns of organizing the discussion part of a speech.
9. Use parallel wording and sentence structure as well as smooth transitions to enhance the organization of a speech.
10. Design and use effective introductions for speeches.
11. Write a critical analysis of a speech.
12. Present an effective ten-minute speech that persuades the audience to accept the validity of the speaker's view of some national issue.
13. Use humour appropriately.
14. Design and deliver an effective speech of fifteen to twenty minutes.

15. Participate effectively in panel discussions and debates as a demonstration of acquired skills.
16. Evaluate the speaking skills of their peers and themselves and make specific constructive suggestions for improvement.

**METHODOLOGY**

A wide variety of learning techniques will provide theoretical knowledge. These will include videos, classroom presentations and discussion, lectures, guest speakers, directed readings, games and programmed materials. The students will then apply this theory by delivering speeches to the class and/or other audiences, and will evaluate the performance of their peers.

**COURSE EVALUATION**

Two minute prepared speech	5%
Two minute impromptu speech	5%
Ten minute demonstration speech	10%
Ten minute information speech	10%
Ten minute persuasive speech	20%
Debate	15%
Critical Analysis	15%
Participation *	<u>20%</u>
Total	100%

\* Participation involves attendance, review and evaluation of other speakers, as well as positive contribution to class discussion. Attendance and participation are essential to this course.

After three classes have been missed two marks per absence will be deducted from the participation percent.

**TEXTBOOK AND SUPPLIES**

Speaking Our Minds (A Guide to Public Speaking for Canadians) by Sandie Barnard. Prentice Hall.

GAGE Canadian Dictionary, GAGE Educational Publishing Company.

Overhead transparency and blue/black water soluble pen.

**TIME FRAME**

Introduction to Speech ENG 145-3 involves three periods per week for the entire semester.

**FINAL GRADES**

Letter grades will be assigned in accordance with the Language and Communication Department Guidelines.

The following letter grades will be assigned as final grades in courses in the Language and Communication Department:

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat--The student has not achieved the objectives of the course and the course must be repeated.	(Less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

**NOTE:** Students may be assigned an "R" grade early in the course for unsatisfactory performance.

**PLAGIARISM**

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

**SPECIAL NOTES**

All students should be aware of the Special Needs Office in the college. Students with identified special needs are encouraged to discuss required accommodations confidentially with the professor. It is the responsibility of students who require accommodations to contact the Special Needs Office. All students and their tutors are required to meet with the professor before tutoring begins and as needed throughout the semester to enhance the learning process and student success.